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ABSTRACT

Almost from its beginning, scholastic journalism, in a number of schools, has fought an up-hill battle against the stereotype of academic orphan relegated to a low priority position in the curriculum, the perception of administration, and fiscal allocation. In order to address the status of scholastic journalism, a study surveyed the attitudes of high school teacher-advisers toward changes in enrollment in high school journalism classes and attendance at university programs directed toward scholastic journalism. Subjects were 281 high school and/or mid-high journalism teachers from the Oklahoma public school system who responded to a questionnaire mailed to a total sample of 487. Findings showed that (1) over 73% of teacher-adviser respondents reported that enrollment in journalism classes and publication production classes had either remained the same or had decreased; (2) increased graduation requirements in basic courses appear to be the most detrimental factor influencing secondary journalism educational enrollment; (3) at the schools studied, scheduling of classes, student interest, and the person selected to teach/advise journalism can either help or hinder high school journalism; (4) experienced teacher-advisers and those certified seem to be more successful in increasing enrollment than their counterparts who are inexperienced or not certified; and (5) there is a need for university programs that would serve a wider scholastic journalism constituency. (Six tables of data and 25 notes are included.) (MS)

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Scholastic Journalism Enrollment Changes and Attendance at University Programs for High School Students

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Scholastic Journalism Enrollment Changes and Attendance at University Programs for High School Students

Often lost sight of amid a profusion of competing media research issues is the considerable concern surrounding scholastic journalism. Almost from its beginning, scholastic journalism, in a number of schools, has fought an up-hill battle against the stereotype of academic orphan relegated to a low priority position in the curriculum, the perception of administration and fiscal allocation. Also, almost from inception, strong scholastic journalism programs have countered this image.

Over the years there has been little progress toward resolving this conflict, despite the proliferation of journalism courses in public schools and the encouragement of a variety of university programs directed toward the support of scholastic journalism. Many universities have developed programs designed to enhance journalistic activities in secondary schools. One-day and week-long workshops for students and advisers, publication judging services, and university-sponsored state scholastic press associations--all intended to increase the effectiveness of high school journalism have been provided.

Yet even with continuing support from universities and others interested in successful secondary journalism education, the precarious status of scholastic journalism programs seems to persist. High school journalism continues to be plagued by lack of funding, scarcity of qualified teacher-advisers, legal and curriculum considerations. Recently, the situation has been further complicated. Because traditional language arts programs often emphasize formal composition at the expense of journalistic

writing skills, there is concern among many that the "back to basics" movement in education is a threat to scholastic journalism.

In the past, universities have played an important role in providing on-going learning opportunities for high school students and teacher-advisers. But are university programs currently offered for scholastic journalists and their teacher-advisers serving their constitutency? Have demographics of that constitutency changed? Of the issues that challenge secondary journalism education today, which bear on secondary journalism enrollment figures? And do these issues impact on growth potential at university programs designed to enrich secondary journalism? This research seeks to address the status of scholastic journalism by studying attitudes of high school teacher-advisers toward changes in enrollment in high school journalism classes and attendance at university programs directed toward scholastic journalism.

Review of Research

Few studies have attempted to present an overview of scholastic journalism enrollment, or looked at teacher-adviser attitudes toward changes in enrollment, but research has addressed prevalent issues that engage secondary journalism education. Based on interviews with high school principals, journalism advisers and student journalists, Willis (1) described three trends that threaten scholastic journalism: 1) a decline in the number of students involved in scholastic journalism, 2) loss of journalism programs as credited curricular classes and their subsequent reinstatement as extracurricular activity and 3) loss of high school journalism teachers as a result of overall teacher cutbacks.

Dvorak (2) has contended that journalism fulfills several elements

considered crucial in secondary language arts programs, but he also has said that "journalism has fought an uphill battle to seek (*sic*) respectability for several years. Because it has not been a mainstream course in the language arts curricula in most schools, . . . many administrators and English teachers have looked upon journalism as a frill elective course that could be one of the first to go."

Anecdotal evidence regarding pressures that bear on scholastic journalism as well as sources of support for scholastic journalism education can be found in *High School Journalism Confronts Critical Deadline* a report by the Journalism Education Association Commission (3) and in the conference precedings of the Southern Newspaper Publishers Association Symposium on High School Journalism Education (4). Research data that mandate the usefulness of secondary journalism as valuable to language arts programs can be found in the aforementioned study by Dvorak as well as in two other studies by the same author (5).

As to teacher-advisers attitudes toward attendance at university programs for scholastic journalism, little published research is available, although several unpublished studies have investigated geographically determined groups of advisers (6). Recent research has implied that the "right types of workshops" will find a receptive audience (7). In Whittle's study of Iowa advisers, personal convenience, time of year and location of workshops were important in governing adviser attendance. Teacher-advisers were found to be more willing to travel longer distances for week-long workshops than they were for one-day workshops.

Bowles examined the production of yearbooks that had received an All-American rating in the 1979 National Scholastic Press Association

critical service competition and compared them with books which won the same rating in 1969. She found increased student attendance at summer workshops over the ten-year period. Only 11 percent of staff members in 1979 did not attend summer workshops. Further, nearly one-half of the advisers in 1979 said their staff members attended a workshop located more than 200 miles from home (8).

Research Questions

Demographic changes in students and teacher-advisers and changes in educational policies regarding secondary education are among the forces that affect enrollment in secondary journalism classes and university programs for scholastic journalism. The present research sought information on two topics. First, the researchers wanted to learn what fluctuation, if any, had occured in enrollment in secondary journalism classes and teacher-advisers' opinions as to the cause of any fluctuation in enrollment. Secondly, an effort was made to determine the frequency of attendance at programs being offered in Oklahoma, as well as teacher-advisers' reasons for themselves and their students not attending programs currently offered.

Past studies have developed profiles of scholastic journalism students, advisers and programs (9). Studies have ascertained needs assessments (10), judged effectivenes of programs (11) and developed model programs (12). Yet none reviewed has assessed needs according to differences in teacher-advisers. A breakdown of data by demographic characteristics of respondents is basic to this study.

The research sought to investigate attitudes of teacher-advisers according to four types:

1) those teacher-advisers certified to teach school publications and those not certified,
2) those teacher-advisers with four or more years of teaching experience and those with three or less years of teaching experience,
3) those teacher-advisers employed by large schools and those employed by small schools, and
4) those who are yearbook advisers, those who are newspaper advisers and those who are adviser to both yearbook and newspaper.

The research questions are as follows:

1) What changes in enrollment in journalism and publication production classes have occurred in the past five years?
2) What has influenced changes in enrollment?
3) What descriptors characterize attendance at university programs directed toward scholastic journalism?
4) What has influenced attendance at university programs directed toward scholastic journalism?

Method

Exploratory questions were developed and pretested, resulting in a four-page questionnaire mailed to 467 teachers who comprised the universe of Oklahoma public high school and/or mid-high journalism teachers, newspaper advisers and yearbook advisers employed for the 1985-86 school year. An advance letter from the Oklahoma Department of Education was mailed by the researchers to principals of the teacher-advisers who would be asked to participate in the study. The letter advised the principals of the research objectives. Two questionnaire mailings to the teachers yielded a return rate of 62 percent. Of those responses, 10 recipients returned the questionnaire and declined to participate (13).

(Table I about here)

The questionnaire was constructed in five parts; however, only part four is relevant to this research article. The questionnaire was comprised of questions followed by limited choice response options, questions followed by yes-no response options and open-ended questions. Open-ended questions were categorized. Frequencies and percentages were recorded for each response. Breakdowns were computed for four comparison groups: (1) for those certified to teach journalism and advise school publications, 30.96 percent, and those not certified, 69.04 percent (N=281); (2) for those teacher-advisers with four or more years of teaching experience, 78.65 percent, and those with three or fewer years of teaching experience, 21.35 percent (N=281); (3) for those teacher-advisers at schools with enrollment of 501 or more students, 36.20 percent, and those at schools with enrollment of 500 or fewer, 63.80 percent (N=279); and (4) for those who were yearbook advisers, 22.94 percent,those who were newspaper advisers, 9.68 percent and those who were advisers of both publications, 67.38 percent (N=281) (14). Chi square was computed for each item according to the four comparison groups (15). See Table I.

Findings

What changes in enrollment in journalism and publication production classes have occurred in the past five years?

(Table II about here)

Table II shows respondents' estimates of changes in enrollment in journalism and publication production classes during the five years preceding 1985 (17). Overall 50.9 percent of respondents reported that enrollment had remained the same while 22.9 percent indicated that enrollment had decreased and 20.7 indicated that enrollment had increased;

5.5 percent were not sure whether any changes had occurred.

(Table III about here)

Table III shows 57.07 percent of teacher-adviser respondents who were not certified reported that their class enrollments remained stable. Stable enrollment was reported by 38.46 percent of those certified. Of those certified 32.97 percent reported an increase in enrollment while 24.18 percent reported a decrease in enrollment with 4.4 percent not sure. This compared to 14.67 percent of teacher-advisers not certified who reported an increase in enrollment and 22.28 percent who reported a decrease in enrollment with 5.98 not sure ($p<.01$). No differences were found when groups of teacher-advisers at small schools were compared to those at large schools or when inexperienced teacher-advisers were compared to those experienced, or when those who ar yearbook advisers, those who are newspaper advisers, and those who are adviser to both publications were compared.

(Table IV about here)

Of respondents who were experienced teacher-advisers 48.08 percent indicated that enrollment had remained the same while 51.57 percent of teacher-advisers who were not experienced indicated that enrollment remained the same. This shown on Table IV. Of the experienced respondents 26.92 percent reported an increase in enrollment while 13.46 percent reported a decrease in enrollment and 11.54 percent reported not sure. Of the teacher-adviser respondents who were not experienced, 19.28 reported enrollment had increased and 25.11 reported enrollment had decreased while 4.04 reported not sure ($p<.05$). No differences were found when groups of teacher-advisers at small schools were compared to those at large schools,

or when certified teacher-advisers were compared to those not certified or when those who are yearbook advisers, those who are newspaper advisers, and those who are advisers to both publications were compared.

(Table V about here)

What has influenced changes in enrollment?

Teacher-advisers who reported changes in enrollment were asked to reply to an open-ended question that asked to what they attributed any changes in enrollment. The responses were tabluated and categorized. As seen on Table V compilation of the categorized responses showed that 25.3 percent of teacher-advisers replied an increase in graduation requirements in basic courses adversely affected enrollment. A respondent representative of many said simply, "students need more required courses and do not have time for other courses like journalism."

Scheduling was credited for both increase and decline in enrollment for 17.8 percent of respondents. "Yearbook is usually opposite athletics," was a difficulty one teacher-adviser expressed, but changing yearbook from after school to in-school class time increased enrollment for another respondent. Overall, respondents said scheduling created more problems than it resolved.

Eleven percent of the teacher-adviser respondents said that the person in charge of teaching and advising influenced enrollment, either toward increase or decrease. The personality and other positive qualities of the teacher-adviser were attributed to increases in enrollment. "A challenging teacher," was credited for growth by one respondent while another said the increase was due, "quite honestly, (to) me." On the other hand, a change in teacher-advisers was sometimes held responsible for decrease in enrollment--"Five teachers in seven years," was one explanation offered.

Student interest was cited by 13.0 percent of those responding as a cause for change in enrollment. More respondents,12, credited student interest with an increase in enrollment than did the 7 who credited student interest with decrease in enrollment. "Students seem to like the class," said a teacher-adviser. Another wrote,"It's a tradition." "Apathy" was most often mentioned as a reason for enrollment decline. "Students don't want to work that hard," was another reason expressed. Other responses pointed to a decrease in the enrollment of the entire school as well as the overall decline in the economy as causes for decreased enrollments, although some mentioned that recruitment of students had caused their classes to grow.

What descriptors characterize attendance at university programs directed toward scholastic journalism?

Student attendance at summer workshops was reported by 45.5 percent of respondents; a larger proportion ($p<.001$) of respondents from small schools reported that their students do not attend. Culminative percentages reveal that of those respondents who reported that their students do attend summer workshops, 51.7 percent reported five or fewer students attend during a given summer and a total of 90.5 percent reported 10 or fewer students attend during a given summer. Student attendance from each school was reported as ranging from 1 to 26 with 10 (19.8 percent) being the most frequently reported number. While it may not be inferred, it may be considered that of the schools from which students attend summer workshops a sizable percentage of the class attend (17).

Teacher-advisers who responded that their students attend summer workshops were asked whether they accompany their students; 66.3 percent of the respondents replied they attend with their students. A larger

proportion (p.<.05) of respondents from large schools responded that they attend with their students than did those from small schools.

Considering student and teacher-adviser attendance at one-day programs, 30.5 percent of those responding indicated they and their students do not attend while 27.9 percent attend occasionally and 41.5 percent attend regularly. Of the respondents who reported attendance at student publications days, 50 percent of the respondents reported 11 or fewer students attend a given program and 74.7 percent reported 19 or fewer students attend a given program. According to average group size, attendance from each school at one-day programs ranged from 2 to 60 with 10 being the most frequently reported number (18).

Respondents who reported they and their students attended one-day programs were asked to report the number of days attended per year. Percentages reveal 92.3 percent of the respondents reported attendance at at least one one-day program per year. Of that figure, 34.5 percent attend two one-day programs per year.

(Table VI about here)

What influences attendance at university programs directed toward scholastic journalism?

Those who reported non-attendance at one-day programs were asked to indicate reasons for not attending. Lack of school financing was chosen as a reason for non-attendance by 25.1 percent of the respondents. This was the largest frequency (see Table VI) recorded for any item relating to reasons for non-attendance. Other reasons for non-attendance, in order of their frequency of selection by respondents, were 1) educational policy limiting the number of excused absences for out-of-class activities to 10 days per

year, 2) lack of student interest, 3) lack of school transportation and 4) lack of relevant programs.

Discussion

Demographic breakdowns revealed more than two-thirds of the teacher-advisers did not hold state certification applicable to their assigned journalism duties. Click had found only 18.3 percent qualified for state certification (19), while Whittle found that more than half of Iowa's teacher-advisers were certified (20). Other research has found preparation of teacher-advisers varies widely (21).

Teachers with four or more years teaching experience comprised 78.65 percent of the respondents. About half the teacher-advisers responding had more than 10 years of experience teaching in public schools, a figure which may surprise some, although Bowles found that advisers of yearbooks which received an All-American rating in 1979 averaged 15 years of teaching experience (22). Other literature suggests that journalism teachers are often new to the teaching profession (23). Click found 22.9 percent of the teachers he studied to have only one year of advising experience (24).

Nearly two-thirds of the teacher-advisers were employed at schools where enrollment was less than 500. Those who advise both yearbook and newspaper made up more than two-thirds of the respondents, with those who advise only the yearbook more than 20 percent and those who advise only the newspaper about 10 percent. These figures agree in general with a profile of the typical Iowa adviser (25).

Although enrollment in scholastic journalism programs seems to be holding its own or increasing, the research reveals several underlying factors that influence both the development of secondary journalism

education and university programs directed toward supporting scholastic journalism. It is interesting to note that the responses of certified teacher-advisers differed from those not certified and responses of experienced teacher-advisers differed from those inexperienced regarding changes in enrollment. Inexperienced teacher-advisers reported a decrease in enrollment in significantly larger proportion than did those experienced while a larger proportion of those experienced reported an increase in enrollment, even though about 50 percent of both groups reported enrollment had remained about the same for the five years preceding 1985.

The proportion of respondents not certified who reported that enrollment had remained the same was larger than those certified who reported that enrollment had remained the same. Respondents certified and not certified reported decrease in enrollment in about the same proportions, although a larger proportion of certified teacher-advisers had increase in enrollment than their counterparts who were not certified.

A good many different attitudes were elicited regarding the cause of enrollment changes. The most frequently mentioned reason given for a change in enrollment was "a larger number of graduation requirements in basic courses" which was said to cause a decrease in enrollment. Cited for either increase or decrease in enrollment, the second most often mentioned reason for change was "class scheduling." "Student interest" was the next most often given response, and it too was named as either cause for increase or decline in enrollment. "The person who teaches the course" was listed as the next most often categorized response and also was listed as a justification for either increase or decrease in enrollment.

While increased requirements in basic courses is a change in educational

policy that corresponds with values expressed in the "back to basics" movement and is the most often mentioned reason for a decline in enrollment, it should be noted that the other reasons mentioned for decline in enrollment are not directly related to educational reforms that place traditional course offerings over scholastic journalism. Even though scheduling problems may be interpreted as reflecting a lack of regard for journalism by school administrators, it is well to observe that it also was a reason given to justify an increase in enrollment. Only the first of the four most often mentioned reasons for enrollment decline has been reviewed in the literature as a concern that threatens scholastic journalism.

Slightly less than half of the respondents reported student attendance at summer workshops and one-day programs. Of those whose students attend university programs about two-thirds of the respondents attend workshops with their students. Of those respondents who reported participation at university programs, the average number of students attending was 10 for both summer workshops and one-day programs. Ten also was reported as the average class size, making it appear that attendance at university-sponsored workshops and programs is comprised of most eligible students from participating schools.

Those not attending one-day programs were asked to write their reasons for not attending as well as selecting reasons for non-attendance from a list provided in the questionnaire. Several different reasons for not attending were indicated by respondents, with school financing and policy prohibiting frequent absences for out-of-school activities being most often selected by respondents. Although lack of student interest, lack of relevant programs and too great a distance to travel were given as reasons for non-attendance,

many responses related to some kind of individual school or statewide educational policy.

Approaching the findings concerning attendance from the standpoint of the demographic characteristics of the teacher-advisers, the researchers found those at small schools were less likely to attend summer workshops and one-day programs. Teacher-advisers at small schools also were less likely to attend workshops with their students. However, responses did not vary significantly from item to item of suggested reasons for non-attendance between those at large schools and small schools. Similarly, there was no significant difference in responses of teacher-advisers at large schools and those at small schools as to reasons for non-attendance at one-day programs. Findings suggest that reasons for non-attendance are similar for teacher-advisers at both large and small schools, even though fewer of those at small schools attend programs.

On the other hand, responses did vary when comparing teacher-advisers on other demographic characteristics. It was found that a larger proportion of certified teachers chose school financing and lack of school transportation to be reasons for non-attendance than did teacher-advisers who were not certified. Yearbook advisers chose policy prohibiting more than 10 days absence for out-of-school activities to be a reason for non-attendance in greater proportions than did newspaper advisers or those who are advisers to both publications.

Conclusions

Findings show that over 71 percent of teacher-adviser respondents reported that enrollment in journalism classes and publication production classes had either remained the same or had increased. This finding should

encourage those who question the vitality of secondary journalism education. But the finding that nearly 21 percent of respondents reported a decrease in enrollment presents a challenge to those who have worked to standardize vigorous journalism programs throughout all secondary schools. Increased graduation requirements in basic courses appear to be the single most detrimental factor influencing secondary journalism education enrollment. At the schools studied, scheduling of classes, student interest and the person selected to teach-advise journalism can either help or hinder high school journalism. Despite the problems, experienced teacher-advisers and those certified seem to be more successful in increasing enrollment than their counterparts who are inexperienced or not certified.

The research reveals a need for university programs that would serve a wider scholastic journalism constituency. Responses appear to show that only about half the scholastic journalists at schools studied take advantage of summer workshops and one-day, on-campus programs offered by universities. There appears to be an available market for university programs directed toward the approximately 50 percent who are not now being served by such programs, many of whom are at schools where the enrollment is less than 500. From those schools which do utilize university programs now offered, attendance often comprises a majority of eligible students. An expected attendance of 10 from each participating school can be anticipated. Numerical growth is not projected to increase appreciably from the group attending programs currently offered. However, there is opportunity for universities to draw attendance from the large percentage of students and teacher-advisers who do not attend university programs at present.

Survey results are inclusive as to reasons for non-attendance. Although lack of student interest and lack of relevant programs may be among the reasons for non-participation in university-sponsored events, the influence of some state-wide and local school educational policies also appear to deter attendance. Even though more of those at small schools do not attend programs, their reasons for non-attendance appears to be no different from those at large schools who do not attend.

Many problems common to scholastic journalism enrollment also bear on attendance at university programs for student journalists and their teacher-advisers. Scholastic journalism would be well served through university programs that addressed these problems. University leadership in working toward successful resolution of scholastic journalism concerns should have positive results both for the advancement of secondary journalism education and for strengthening university programs directed toward scholastic journalism.

Further research is needed to clarify reasons why many do not attend university programs offered. Attention needs to be directed toward educational policies and the ways in which such policies influence, positively or negatively, the growth and development of scholastic journalism. Results of the present research, which pointed out the percentages of certified and experienced journalism teachers employed in one state, presents other opportunities for research. Certification and retention of journalism teachers, encouragement of student interest in scholastic journalism programs are all topics for further study. The development of positive dialogue between journalism educators and school administrators at all levels, but particularly the local level where

curriculum and scheduling decisions are made is another subject to be approached as a topic of major research interest crucial to scholastic journalism.

Table I

Types of Teacher-advisers

Type	Frequency	Percentage
Teacher-advisers with state certification for school publication	87	30.96
Teacher-advisers without state certification for school publication	194	69.04
N=281		
Teacher-advisers with four or more years of teaching experience	221	78.65
Teacher-advisers with three or fewer years of teaching experience	60	21.35
N=281		
Teacher-advisers employed at schools with enrollment greater than 501 students	101	36.20
Teacher-advisers employed at schools with enrollment less than 501 students	178	63.80
N=279		
Yearbook advisers	65	22.94
Newspaper advisers	28	9.68
Advisers to yearbook and newspaper	188	67.38
N=281		

Table II

Respondents' Estimates of Enrollment
in Journalism/Production Classes

Item	Frequency	Percent
Remained the same	140	50.9
Decreased	63	22.9
Increased	57	20.7
Not sure	15	5.5
N = 275		

Table III

Comparison of Certified and Not Certified Teacher-advisers' estimates of Enrollment in Journalism/Production Classes

Frequency Percentage	Increased	Remained the Same	Decreased	Not Sure	Total
Not Certified	27 14.67	105 57.07	41 22.28	11 5.98	184 16.91
Certified	30 32.97	35 38.46	22 24.18	4 4.40	91 33.09
Total	57 20.73	140 50.91	63 22.91	15 5.45	275 100.00

Chi Square = .002

Table IV

Comparison of Experienced and Inexperienced Teacher-advisers' Estimates of Enrollment in Journalism/Production Classes

Frequency / Percentage	Increased	Remained the Same	Decreased	Not Sure	Total
> than 4 Years Experience	14 26.92	25 48.08	7 13.46	6 11.54	52 18.91
< than 3 Years Experience	43 19.28	115 51.57	56 25.11	9 4.04	223 81.09
Total	57 20.73	140 50.91	63 22.91	15 5.45	275 100.00

Chi Square = .043

Table V

Respondents' Attitudes Toward Cause of Change in Enrollment in Journalism/ Production Classes

Item	Response in Percentages
Increased graduation requirements in basic courses	25.3
Person teaching the course	11.0
Course Scheduling	17.8
Student Interest	13.0
Other	32.9
Total	100.0

N = 146

Table VI

Reasons for Not Attending Student Publication Days
(respondents may have indicated more than one reason)

Item*[1]	Is a Reason for Non-attendance	Is Not a Reason for Non-attendance
School financing*[2+]	25.1%	74.9%
State 10-day absence rule*[3+]	21.3%	78.7%
Lack of student interest	14.1%	85.9%
Lack of school transportation*[2++]	8.9%	91.1%
Lack of relevant programs	8.6%	91.4%

N=291 for each item. +=$p<.05$ ++=$p<.01$

*[1]Responses to an open-ended question regarding other reasons yielded, in order of frequency, these categorized answers: too great a distance to travel, refusal of administrative permission to attend, too busy to attend, couldn't afford time away from school.

*[2]Respondents who were certified teacher-advisers responded to this item in larger proportions than did those not certified.

*[3]Respondents who were both yearbook and newspaper advisers responded to this item in larger proportions than did those who were either yearbook or newspaper advisers.

Footnotes

1. Tony Willis, "Trends that Threaten Scholastic Journalism," *Quill and Scroll*, Dec.-Jan., 1982, pp. 9-12.

2. Jack Dvorak, "Journalism's Role in the Secondary School Language Arts Curriculum in the Context of the Educational Reform Movement," unpublished report prepared for presentation to Association for Education in Journalism and Mass Communication, Indianapolis, January 1985.

3. Commission on the Role of Journalism in Secondary Education, *High School Journalism Confronts Critical Deadline* (Blue Springs, Mo: Journalism Education Association, 1987).

4. Journalism Education Committee, *Helping High School Journalists* (Atlanta: Southern Newspaper Publishers Association, 1986-87).

5. Dvorak, *loc. cit.*, and Jack Dvorak, "Comparisons of College Grades, ACT Scores and High School Grades Between Those with and Those without High School Newspaper or Yearbook Experience," unpublished report prepared for presentation to Association for Education in Journalism and Mass Communication, Norman, August 1986 and Jack Dvorak, "College Student Attitudes Toward High School Journalism and Other Language Arts Experiences," unpublished report prepared for presentation to Association for Education in Journalism and Mass Communication, Portland, 1988.

6. George T. Arnold, Jr., "An Examination of the Status, Function, and Perceived Needs of Journalism Education in the High Schools of West Virginia," unpublished Ph.D. dissertation, Ohio University, 1980 and David L. Bennett, "The Status of Scholastic Journalism: An Analytical Survey of the Nature of and Attitude Toward Scholastic Journalism in Oklahoma," unpublished M.A. thesis, University of Oklahoma, 1969 and Robert Owen Gary, "A Comprehensive Study of High School Journalism in Southern Illinois High Schools," unpublished M.A. thesis, Southern Illinois University, 1969.

7. Doug D. Whittle, "A Needs Assessment of Continuing Education in Journalism for the Secondary Teacher/Adviser in Iowa," unpublished M.S.

thesis, Iowa State University, 1983, p. 49.

8. Dorothy Bowles, "The Outstanding Yearbooks Revisited: A Description and Comparison of Programs and Advisers of All American High School Yearbooks in 1969 and 1979," unpublished report prepared for presentation to Association for Education in Journalism and Mass Communication, Boston, 1980.

9. Gary, *loc. cit.* and Bowles, *loc. cit.*

10. Whittle, *op. cit.*

11. Bennett, *loc. cit.* and Arnold, *loc. cit.*

12. John William Click, " Development of a Model for the Short-Term Training of High School Publications Advisers," unpublished Ph.D. dissertation, Ohio State University, 1977 and John H. Knowles, A Study of Courses in Methods of Teaching Secondary School Journalism with a Proposed Ideal Methods Course, unpublished Ph.D. dissertation, University of Kansas, 1956.

13. The reader should be aware that the research information, concerning circumstance as well as attitudinal information,is self-reported and its reliability should be considered with an appreciation of that fact. Also, scholastic journalism varies from state to state. Conclusions by the researchers regarding scholastic journalism in Oklahoma may or may not be applied to scholastic journalism elsewhere.

14. Percentages for the entire sample are presented in the text and tables. Breakdowns were done in four ways for each respondent type described in the above text. There were few differences statistically significant at the $p<.05$ level shown in these breakdowns; therefore, interpretations of those breakdowns which were found to be significant are presented, except on Tables III and IV, not in tables, but in the text.

15. Categorical modification to adjust for variation in category size and interaction of category types was employed for questions which asked respondents to rate broadcasting and to rate publications in the small school as "very helpful," "somewhat helpful," "not sure," "not very helpful" and "not at all helpful" as types of instruction at workshops and student publication days.

Findings were not statistically significant at the p<.05 level. Such results appeared to preclude the necessity of further tests employing categorical modification and the researchers based findings and conclusions on chi square methodology described in the text.

16. It should be considered that some schools limit enrollment in journalism and publication production class, thereby controlling any fluctuation in enrollment.

17. In analyzing other parts of this research, the average journalism-publication class size was reported to be from four to 56, with 10 being the most often reported average class size. A class size of 30 or less was reported by 96.4 percent of respondents; 51.1 percent reported class size of less than 12.

18. *Ibid.*

19. Click, *op. cit.*, p. 217.

20. Whittle, *op. cit.*, p. 53.

21. Richard C. Gotshall, "Certification of Journalism Teachers; A Survey of the States," unpublished report prepared for presentation to Association for Education in Journalism and Mass Communication, Corvallis, 1963 and Marilyn A. Weaver, "A Summary of Journalism Certification Requirements: A National Assessment," unpublished report prepared for presentation to Association of Education in Journalism and Mass Communication, Knoxville, 1968.

22. Bowles, *op. cit.*, p. 15.

23. Gary, *op. cit.*, p. 16 and Arnold, *op. cit.*, p. 63.

24. Click, *op. cit.*, p. 225.

25. Whittle, *op. cit.*, p. 54.